CHAPTER-I

INTRODUCTION

The study tried to deal with the techniques used by the secondary level (specifically at grade 9)English teachers at grade nine while teaching writing skill at secondary level. This chapter consists of general background, statement of the problem, objectives of the study, significance of the study and delimitations of the study.

1.1 General Background of the Study

The term 'writing skill' was not viewed as a language skill to be taught to learners, even as late as the 1970s. Instead, it was used as a support skill in language learning to, for example, practice handwriting, write answers to grammar and reading exercises, and write dictation.

In the 1970s many English as a second language (ESL) programme writing classes were, in reality, grammar courses where as in the early 1980s, as teachers became more aware of current practices in Native English speakers (NES) composition, there was a shift from strictly controlled writing to guided writing. The slow but significant shift from language- based writing classrooms to the study of composition techniques and strategies began with researchers' recognition of the newly developing field of NES composition and teachers' realization of the needs of English L_2 students in the academic environment, particularly the role of writing in gate-keeping in post-secondary institutions (e.g., entrance and placement examinations). During the 1980s the expressive approaches became prominent in NES composition classrooms: writing was taught as a process of self- discovery; writers expressed their feelings in a climate of encouragement. (Reid, 1995b, in Carter and Nunan, 2001, p.28).

Writing is the output of listening, speaking and reading. It is permanent and accurate in comparison to other skill. Language is the powerful means of communication. Different skill are used in language and writing a language. Writing is a productive skill which needs very careful handling to give sensible sentences and paragraphs. It remains generation to generation. We can save our culture, tradition and share our ideas and thoughts from one generation to another by the means of writing.

Free writing is a writing strategy developed by Peter Elbow in 1973. It is similar to brainstorming but is written in sentence and paragraph form *without stopping*. Thus, it increases the flow of ideas and reduces the chance that will accidentally censor a good idea and helps to increase *fluency* second-language learners i.e., the ability to produce written language easily (as opposed to accuracy, which is of course important but which is better addressed later in the process).

Free writing has traditionally been seen as a prewriting technique in academic environments, in which a person writes continuously for a set period of time without worrying about rhetorical concerns or conventions and mechanics, sometimes working from a specific prompt provided by a teacher (Marshall, 2009).

While free writing often produces raw, or even unusable material, it can help writers overcome writing blocks and build confidence by allowing them to practice text-production phases of the writing process without fear of censure. Some writers even use the technique to collect initial thoughts and ideas on a topic, often as a preliminary to formal writing. Free writing is not the same as automatic writing (Collins, 2000).

Free writing is based on a presumption that, while everybody has something to say and the ability to say it, the mental wellspring may be blocked by apathy, self-criticism, resentment, anxiety about deadlines, fear of failure or censure, or other

forms of resistance. The accepted rules of free-writing enable a writer to build up enough momentum to blast past blocks into uninhibited flow, the concept outlined by writing teachers (Cole, 2001)

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Free writing is the practice of writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. It might include a topic as a general guide, or it might not. The purpose of the exercise varies, but it can be used to generate ideas and to clear out distracting thoughts. There are various possible forms of free writing, such as journals, essays, and fiction writing. Free writing is also a prewriting or discovery activity. For example, your instructor might ask you to write down your topic at the top of an empty page, and write for five or ten minutes without stopping. This process helps silence the inner critic that stifles the flow of ideas and creativity. Writing instructors often begin each class with a free writing activity, to help students remain focused. Free writing process can help you

break free of perfectionism and writer's block. Free writing helps do away with judgments about good or bad writing. Anything is allowed, but you might want to tear up some of it later for privacy reasons! You can begin with a prompt, or imagine the best and worst things that could happen to your protagonist as a way to get started (Freewriting: Definition & Examples, 2016).

Writing needs constant practice to develop writing skill. It needs different composite skill like mental, rhetorical and critical. The writer feels more comfortable in putting his/her thoughts exactly on paper. S/he expresses his/her feelings on paper. Writing gives relaxation to us.

Writing is an activity through which human beings communicate with one another and transmit their accumulated cultures, thoughts and norms and values from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways, (Harmer, 1991, p.78).

In the same way, Pinacus (1993, p.110) defines writing as the ability to write what has been taught, not the ability to write anything at all.

Similarly, Rivers (1968, p.252) says: The ability to write freely and independently is the undoubted goal of writing lesson. The students are taught, controlled and guided the exercises before they attempt to write freely in whatever style or variety is being taught. In free writing along with the traditional lines, the students are presented with a topic and free to write them as they please. Free writing is the final state on the development of the writing skill. It is the type of writing on any topic which gives complete freedom of expression.

In the same way, Nunan (1989, p.36) adds that the free writing is the practice of writing down all of our thoughts without stopping and without the regard for spelling, grammar or any of the useful rules for writing. It might include a topic as a general guide or it might not. The purpose of the exercise varies, but it can be used to generate ideas and to clear out distracting thoughts. These are various forms of free writing, such as journals, essays and fiction writing.

Teaching is taken as an art and teacher as artist. So, a teacher has to use an appropriate technique, authentic materials and different activities for teaching which should address the needs and interests of the students. In this sense, a technique is any action, task or strategy which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in a harmony with an approach as well. It refers to various activities that either teachers or learners perform in the classroom. It includes all the tasks and activities. They almost always plan and deliberate, done on purpose rather than by accident (Anthony, 1963, as cited in Richards and Rodgers, 2001, p. 19).

Teachers use different techniques while teaching writing to their students like brainstorming, discussion, fast writing. So, I have identified those techniques that the teachers used in this study.

Characteristics of Good Writing

 Writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the

syntactic and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards (1968, p. 36) some essential characteristics of good writing are introduced as follows:

(i) Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing. If there is more economy in writing, the less chances of occurring fault. Good writing is like a gold coin, small in size but precious one.

(ii) Simplicity

The second quality of good writing is reducing complexities and expressing ideas or thoughts in a natural way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gift of writing.

(iii) Clarity

A good writer should not add complications or should be plausible in his writing. The writing must be free from ambiguity and should be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements.

(iv) Continuity

Continuity of thought is another important factor of a good writing. There should be continuity of thought from one word to another, from one phrase to another, from one sentence to another, from first to second paragraph and from first chapter to next chapter. The concept of continuity of though is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

(v) Free from Errors

The writer cannot use a whole range of facial expression, gestures and general bodily language to convey the message. As writing is a permanent cord of one's thought or ideas, it must be accurate. Every written piece has to be free from lexical, syntactic, semantic, and grammatical errors.

Furthermore, a good piece of writing requires examples and illustrations to explain abstract and difficult ideas. There should be appropriate facts, figures, depth of knowledge, specific and maximum objectivity in every piece of effective writing. Writing involves thinking, planning, assembling, clarifying and organizing processes. The art of writing is based upon one's own mental capacity which is very important for specific subject matter.

Components of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. According to Awasthi (2009), it consists of a number of other components which are given below:

(i) Mechanics

The mechanics refers to these aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and members which are often dealt within the revision or editing stage of writing. The mechanics of writing is very basic concept in writing process.

(ii) Coherence

Coherence refers to the relationship between an utterance and the meaning it conveys. It is the semantic relationship of different sense units between and among the utterances.

(iii) Cohesion

Cohesion refers to the grammatical and/ or lexical relationships between different elements of a text. This may be the relationship between different sentences or between different parts of sentence.

(iv) Orthographic and Para-Orthographic Texts

The orthographic system deals with linguistic symbols such as spelling, words, phrases, clauses, sentences, etc. and para-orthographic text is related to the use of diagram, figure, symbols etc.

Purposes of Writing

The purposes of writing are as follows:

(i) Writing for Reinforcement

Reinforcement refers to practicing something that students have just learned. It is to reinforce a grammatical concept that has just been introduced through drills.

(ii) Writing for Training

Writing for training is similar to writing for reinforcement but differs in that it is not limited to reinforcement of grammatical structures previously presented in another mode but it introduces patterns of linguistic and rhetorical forms that might be new to the students and gives them practice in using and manipulating these new patterns. Students work with units of discourse longer than the sentence, but within parameters strictly prescribed by the teacher or textbook. This focuses on the manipulation of rhetorical and grammatical structures, particularly through the use of transformations.

(iii) Writing for Imitation

Writing for imitation uses models of content or form as a stimulus for writing. Students become familiar with rhetorical and syntactic forms by following carefully chosen models. Purpose, relying on models of rhetoric and syntax, is to familiarize non- native speakers with rhetorical forms perceived as specific to the target language, weaning them from patterns in their first language.

(iv) Writing for Communication

It consists of more recent interest and awareness of the importance of the writer's purpose and audience for writing even though teachers postulate new audiences; the audience is most often fictional: the teacher will read the final product and comment on it, probably by correcting linguistic errors. It is sometimes a context for writing what is given through guidelines as to content and purpose. Not only an information

gap exists, but task dependency- one student has the information that another does not and has to convey that information so that the receiver can use it. Journal writing is a good activity for authentic communicative writing.

(v) Writing for Fluency

Writing for fluency consists of ongoing discussion concerning fluency vs. accuracy, content vs. form and product vs. process be concerned with both but not necessarily sequentially. Writing assigned for developing fluency does not necessarily require certain standards of social acceptability, particularly if the writing is a draft, a journal, listing, brain storming and revisions or free writing, in which accuracy is not at issue for the teacher. Students are free to generate their own content; they are urged to concentrate on ideas and not be concerned about spelling and grammar (accuracy) until they are satisfied enough with their content to work on editing. Other types of writing for fluency are final drafts, examination essays, etc. and call for accuracy but that does not mean that content and ideas are less important, only that accuracy is as necessary as content and ideas for the reader.

(vi) Writing for Learning

It consists of the governing philosophy for the five purposes above, which are presented in a developmental order. The five purposes above tend to be discrete: they do not include all the other purposes, with them. Writing for learning is comprehensive and cumulative. it can replace all the other purposes, yet at the same time include them too. When this is the framework for writing, all activities are seen as a way to learn a language as well as to learn more about the subject matter being written about.

Writing is wasted if we use it just for testing and skill practice. A main characteristic of writing: its ability to be available for scrutiny and revision. Writing for learning emphasis is now on all three points of the communication triangle: writer, reader, and text, and writing thus becomes truly interactive and communicative. Writing is the ideal medium for getting it wrong. It is also the ideal medium for eventually getting it right (as cited in Sharma, 2009).

Stages of Teaching Writing

Writing is the productive skill in written mode of communication. It is a complete process requiring many composite skill viz. mental, psychological, rhetorical and critical. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. According to White and Arndt (1991), it is better to go through the following process while teaching writing skill.

Planning

Teaching writing will not become a success unless the teacher prepares an overall plan of it. Planning is a pre writing activity that encourages students to write. The following activities provide the learning experiences of students at this stage:

a. Brainstorming

It is the process of quick thinking without inhibition and fertile means of generating ideas.

b. Consulting resources for information

Writer shares information in a group by visiting library and refers to resources in this stage.

c. Making notes

Writer makes structured and unstructured notes by means of spider gram. Spider gram technique is very useful for gathering the idea of brainstorming. (Source: White and Arndt 1991)

d. Organizing notes

Writer maintains unity and coherence by dividing ideas into paragraphs and using transitional devices. He also writes topic sentences and provides supporting details.

The Secondary level (especifically at grade 9)Compulsory English Curriculum is based on language skill and aspects. Unlike the grids of other core subjects, language skills are considered as different areas of learning. The examination specification grid of this course reflects the assessment part of the curriculum. It assists test item developers to design valid test items that will measure the attainment of the learning outcomes set in the curriculum. It also gives the type and number of test items required to measure a particular skill. Out of total 100 (hundred) marks, 25 (twenty five) percent marks is allocated for listening and speaking skill which are tested conducting practical tests. Likewise, 40 (forty) percent marks is allocated for reading, and 35 (thirty five) percent marks is allocated for writing. The language functions are tested under speaking, grammar is tested within writing, and vocabulary is tested within reading. For the students with visual, speech and hearing difficulties, alternative testing devices are used.

CDC has allocated 35 marks for writing to the curriculum of secondary level (especifically at grade 9)with purpose to find whether the students have obtained the learning outcomes of writing mentioned in the curriculum. Writing constructs the writing test should test the following writing constructs:

1. Organization

2. Coherence and cohesion

3. Relevance of the content

The following methods, techniques and activities are prescribed by the CDC to teaching English.

- Demonstration and dramatization
- Question and answer
- Guessing the meaning of new words from their context
- Simulation and role play
- Group and pair work
- Information-gap activities
- Inquiry and discovery
- Brainstorming
- Mind mapping
- Quick write

- CDC, 2071

1.2   Statement of the Problem

Language teaching and learning is very challenging job for both the teachers and learners who do not have English as a mother tongue. Language teaching and learning takes place only where the learners are motivated and when they are engaged in writing takes in ESL and EFL context. Similarly, the technique is the most frequently used term in the field of language teaching which is equally essential for the effective language teaching and learning. Regarding the concept of teaching writing, until and unless one selects an appropriate technique, s/he cannot teach well. So, the selection of an appropriate technique for guiding students effectively in writing exercises is the great issue. In reality, to be a successful teacher, one should have become professional, personal and social qualities and moreover, s/he should have broader and extensive knowledge of teaching techniques. Until and unless, one writes well, s/he cannot be considered well and successful academically. So, the selection of the technique to teach writing is a must.

Today, the weight age given to writing in the present syllabus of English for secondary level (especifically at grade 9)schools of Nepal reveals that the writing component has been emphasized considering the achievement required for English proficiency in the learners. However, this expectation is far from the implementation indeed. The result of English subject in the examination shows a high percentage of failure which has questioned the English language teachers/ learning itself. The reason of this massive failure is not only the poor writing habit of the learners but also the use of less appropriate techniques while teaching writing. In the schools, the students are brought up in parrot learning due to which they are linguistically bankrupt are most of them cannot produce even a single sentence of their own. So, in order to teach

the writing at schools in the best way, the teachers need to use various techniques. In this sense, this study tried to find out the techniques and activities used by the teacher in teaching writing skill to the students.

1.3   Objectives of this Study

The objectives of this study were as follows:

a. To find out the techniques used by the English teachers while teaching free writing skill at secondary level.

b. To find out the materials used by the teachers while teaching free writing skill.

1.4   Significance of the Study

This study is supposed to be useful for all the concerned persons to make them aware of the importance of teaching writing at secondary level. This study will explore different techniques and activities used by the English teachers while teaching writing. This study is related to the various teachers' innovative techniques with various stages and suitable activities for the secondary level (especifically at grade 9)students. Thus, this study not only provides the insight related to the techniques, methods and activities to the secondary level (especifically at grade 9)teachers but also draws the attention to the concerned people such as text book writers, syllabus designers and other related persons. Moreover, this study provides techniques to create conducive environment for teaching writing skill. The pedagogical implications of this study will be quite considerable in Nepalese context for English language teaching.

1.5 Delimitations of the Study

The study had the following delimitations:

a. It was limited to how the teachers teach free writing in EFL classrooms at secondary level (especifically at grade 9)in context of Nepal.

b. The study was delimited to 15 government-aided schools of Itahari Sub-Metropolitan city.

c. The study was limited to 15 teachers of the secondary level.

d. The data collection tools were observation check-lists and survey questionnaires.

e. This research used purposive random sampling procedure for selection of a sample.

f. This research was limited only in Itahari sub metropolitan city of Sunsari district only.

g. Qualitative data were analyzed in a narrative way with description and quantitative data were analyzed and interpreted using only appropriate statistical tools as per the need and nature of data.

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Every new task needs the knowledge of previous background which can help and direct to each the new target for finding out new things or ideas. Many articles, reports, and books have been written on the area of writing skill. This chapter included the review of related theoretical literature, empirical literature, implications of the reviewed literature of the study.

2.1 Theoretical Review

There are four skills of language i.e., listening, speaking, reading and writing. Writing is the skill associated with the productive aspect of language. It is immensely important because it is the permanent and powerful medium of the expression. It is productive skill of language in natural order. When we write, we use graphic symbols that are letters or combinations of letters which are related to the speech sounds (Byrne, D. 1979, p. 12). Writing is much more than the production of graphic symbols. Any writing is expected to impart the message to the readers. Writing involves the encoding of a message of some kind that is why it is said that we are writing for the readers. While we are writing a text, we aim at translating our thoughts into language.

Rivers (1968, p. 244) says, " Writing is not, then a new skill which can be learnt in an isolation , writing gives the students practice in manipulating structural variants adding the reinforcement of the kinesthetic image to the auditory and visual".

Similarly, Verghees (1990, p. 16) says "learning a second language is an effective learning if the four skill viz. listening, speaking, reading and writing. Writing is the most demanding languages skill".

According to Widdowson (1978, p. 62), One way of describing writing is to say . . . " the use of the visual medium to manifest the graph logical and grammatical system of the languages and another that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper". He further considers writing on activity of developing a discussion as transferring information of various kinds from the writer's world knowledge to that of the reader's and the linguistic rules facilitates the transference, though mere linguistic rules are not sufficient to do this, knowledge of use is needed.

Regarding the writing as practices Reid (ibid) further argues that the pedagogical practices necessary for students to increase their writing competence have been hotly debated. Historically, the question of whether or not writing should (or could) be taught has only recently been answered by research in the relatively new field of composition and rhetoric, and by the advanced degrees that legitimized specialization in that field. Moreover, a few L_2 teachers felt prepared to teach composition, and most English L_2 learners had received little, if any, directed writing instruction in their L_1.

In a nutshell, Reid, states that because the speculation of English L_2 writing is relatively new area of inquiry, many of the concerns now being investigated will continue to be refined and revisited in order to provide the students with high- quality pedagogy; new technology will continue to be used in the L_2 writing class.

According to Khaniya (2005, pp. 148-149), A brief survey of the literature suggests that writing is not seen just as one of the language skill to be learned, but as an

effective way for a learner to generate words, sentences and even chunks to discourse. This is how the recent studies on writing have shifted the emphasis away from the finished product on to the process involved into writing.

According to researchers, the constraints of the foreign language and the inefficient writing strategies are the problems that the students find in writing because skilled L_2 writers use effective strategies of evaluation and text-generation and they keep revising and reorganizing "what is said" and generate meaning "what to say next" in order to make the writing organized (Arndt, 1987, p.258).Similarly, Perl (1979, p.324) considers the recursive nature of writing the most salient feature of composing process. She (ibid, p. 328) also finds, in her study, a sequence of patterns of prewriting, writing and editing.

2.2   Empirical Review

There are several researches works carried out on writing proficiency by former researchers in the department of English education. Some of them are as follows:

Karki (1996), carried out a research on 'A Comparative study on the English Language Proficiency between the Government and Private Schools of Grade 10 in Lamjung District.' The main objective of his study was to find out the language proficiency between government and private schools of grade ten and to suggest some pedagogical implications. He used survey design for this research and used questionnaire as a major tool to find out the data. He found that the students of private schools who were taught in the English medium from the very beginning were found better in every aspect than the students of government schools.

Paudyal (1999) carried out a study on "Comparative study of English language writing proficiency in higher secondary schools of Gulmi and Kathmandu". The main objective of this study was to investigate the writing proficiency of the twelfth graders of Gulmi and Kathmandu district. This study also aimed to make comparative study of the English language writing proficiency of the students of different schools of Gulmi and Kathmandu district. For this study, he selected 100 students of higher secondary level (especifically at grade 9)by using purposive nonrandom sampling procedure. Test items were his main tools for data collection showed that the students of urban areas were better than that way of the rural 20 areas. This study also explicitly showed that students of humanities specially the girls had better proficiency.

Bhattarai (2002) also carried out the study on "A Comparative Study of the Writing Proficiency of the Bachelor's Level Students." The aim of his study was to highlight the writing proficiency of the Bachelor's level students of Kathmandu district. He selected 60 students from three different campuses and institutes of Kathmandu Valley as the primary source of his study. He used both open-ended and close-ended questions for data collection. He found that the students of institutes had greater proficiency in writing than the students of faculties.

Adhikari (2005) carried out a study on "The effectiveness of strip story in developing writing skill". He found that the group of students taught using strip story technique performed better than the group taught with usual classroom technique. Hence, this research concluded that writing strip- story has significant role in developing writing skill.

Shahi (2006) carried out a research on "A Study on the Use of Verbs in Free Writing by Eighth Graders." The main objective of his study was to find out the use of verbs in free writing. The study was based on the survey research design. He selected 30 students of grade 8 of Kaski district as the sample population of the study. And he used non-random or purposive sampling procedure for the data collection. And he used questionnaire and test as the tools of data collection. The finding of the study was that performance of 8th grades in free writing in terms of the use of different kind of verbs was the emission of 'Be' verb among the different types of errors.

Subedi (2008) carried out a research entitled "Proficiency in Writing Skill: A Case of Letters" with an objective to find out the grade nine students' to compare students' proficiency in terms of gender. She adopted judgmental non-random sampling procedure in order to select relevant number of populations. She prepared the test on basis of texts given in the English textbook of grade X. the tests were both from textbooks and out of the textbooks. Ten subjective questions were asked. She derived the findings and concluded that the boys were better than the girls in personal letter with the score of 55.25 of boys and 44.75 of girls.

Karki (2012) carried out a research entitled "Developing Writing Proficiency through Process Writing". The objective of the research was to develop students writing proficiency through process writing. He selected a secondary school by using nonrandom judgmental sampling procedure in order to select relevant number of populations. He used the test items which contain description gives logic and essay. Derived the finding and concluded that process writing is difficult in implementing but it is important and need to apply in the class because the finding showed the within a three week of time the students increased their proficiency from overall average 22 marks and 44 percent to 29 overall average of 58 out of 50. The progress

was really attractive and satisfactory. They committed 20.45% in mechanics of writing, 8.60% in structuring and 11.75% in discourse. The students were too weak in the use of punctuation. From the research it was also found that boys seem to be more proficient than girls and in case of writing many sentences often become totally meaningless due to the lack of very demanding properties of good writing like punctuation, capitalization and subject-verb agreement.

Rai (2017) conducted a study entitled "Techniques Used by the Teachers in Teaching Free Writing" with objectives to find out the techniques adopted by the secondary level (specifically at grade 9)English teachers in teaching free writing at secondary level (specifically at grade 9)English teachers of Kathmandu valley. The sample of the study through the use of purposive non-random sampling procedure. And observation checklist and questionnaire were used as the data collection tools. The findings of the study showed that, all the teachers used these techniques in good way, they are: providing importance of writing composition, giving the significance of writing composition of that particular topic and asking the students to check their composition again to ensure clarity. And most of the teachers used oral medium for instruction in their classes. Regarding the teachers' views discussion, arranging information, brainstorming, making notes and rough draft writing are the major techniques for teaching free writing. So, they suggested that, curriculum should be design according to level, need, interest and age of the students for effective teaching free writing, use different vocabulary games, provide clear guidelines to the students and encourage the students and give positive feedback and so on for effective teaching free writing.
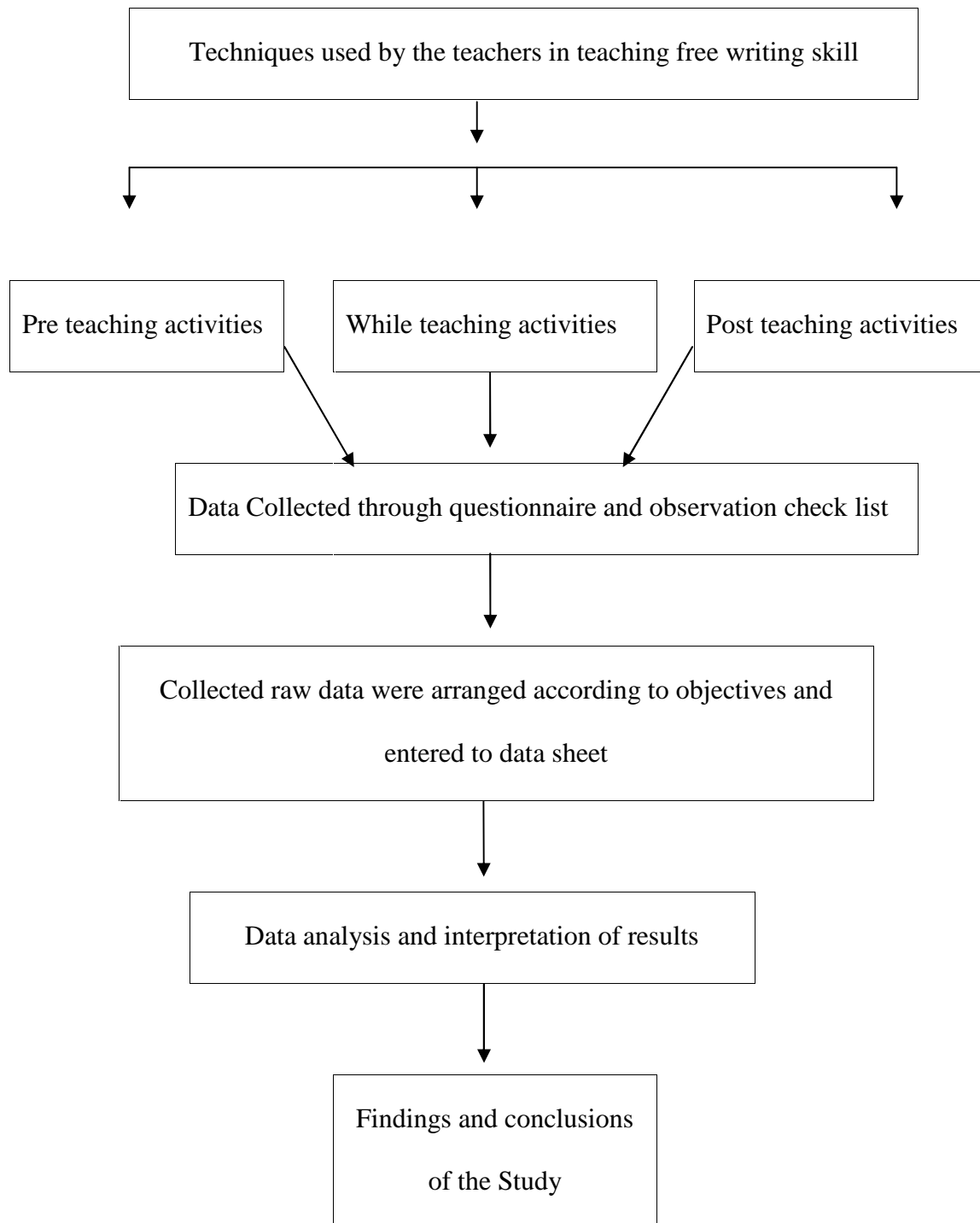
Although the research works mentioned above are related to writing proficiency, none of the research has been carried out on techniques of teaching writing skill in government aided schools in Sunsari District. Thus, this study will focus on investigating the techniques used by the teachers while teaching writing skill in secondary level (especifically at grade 9)in Sunsari district. Therefore, the present study is distinct from the other researches done previously.

2.3   Implications of the Review for the Study

The literature review is an integral part of the entire research process which makes a valuable contribution to go through almost every operational step. It helps to bring the clarity and focus on research problem, improve methodology and broader the knowledge based in research area.

As a researcher, I went through different existing literature, books, articles, journals and empirical researches. After reviewing the above works, I got lots of ideas regarding the techniques of writing or free composition especially; I got information regarding the proficiency of writing. This review of the literature helped me to develop the conceptual framework of the techniques of teaching writing and provide the clear map of the research work and it will further help to analyze the techniques of teaching writing composition of the secondary level (specifically at grade 9)English teachers. So, after reviewing all the previous research works, I updated myself with research process and methodological tools which are beneficial to my research work.

2.4 Conceptual framework for the Study

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│ Pre teaching activities │  │ While teaching activities │  │ Post teaching activities │
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┌─────────────────────────────────────────────────────────────┐
│   Data Collected through questionnaire and observation check list │
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│   Collected raw data were arranged according to objectives and   │
│                    entered to data sheet                        │
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│          Data analysis and interpretation of results           │
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│        of the Study           │
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CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

This chapter describes the set of plans and procedure of the study. As a researcher, I adopted the following methodology in order to collect required data to fulfill the stated objectives.

3.1   Research Design

The survey research design had adopted for the study.

3.2   Sources of Data

The researcher used both primary and secondary sources of data in order to carry out the objectives of this research.

3.2.1   Primary Sources of Data

This study was mainly based on the primary sources of data. The primary sources of data for this study were collected through class observation check list and questionnaire from secondary level (specifically at grade 9)English teachers teaching at different government aided schools of Itahari Sub-Metropolitan city of Sunsari district.

3.2.2   Secondary Sources of Data

Related books, journals, articles and unpublished research works along with websites were used as the secondary sources of data. In order to collect the secondary sources of data the researcher has consulted Adhikari (2005), Bhattarai (2002), Byrne (1979), Carter and Nunan (2001), CDC (2071), Cole (2001), Collins (2000), Harmer (1991),

Karki (1996), Marshall (2009), Pinacus (1993), Reid (1995), Richards (1968), White and Arndt (1991).The researcher has also gone through reports from internet materials from different universities websites like Oxford, Cambridge, British council, Wikipedia, Google etc. Curriculum Development Center and the department of English Education in T.U.

3.3   Population of the Study

The total populations of the study were the 15 secondary level (specifically at grade 9)English teachers, from government aided schools of Itahari Sub-Metropolitan city of Sunsari district. (See Appendix-III)

3.4   Sampling Procedure and sample size

The researcher selected Itahari Sub-metropolitan city as a research area purposively. Likewise, the researcher selected 15 government-aided schools purposively. Accordingly, fifteen teachers, one from each school, were purposively selected. Thus, total sample population were 15 teachers (See appendix III).

3.5   Tools of Data Collection

The researcher used questionnaire and observation check list as the main tools for data collection (See appendix I & II). A set of questionnaires were given to 15 English language teachers teaching at secondary level (specifically at grade 9)to find out their teaching writing techniques at secondary level. All the selected 15 teachers' class on grade 9 were observed by using observation checklist.

3.6   Process of Data Collection

A step-wise methodological procedure was employed to collect the required data for the study. First of all, the researcher constructed questionnaire and observation checklist. Then, the researcher collected the list of the secondary schools in the study area from Education Development and Cooperation Unit, Itahari. After getting the list, the researcher purposively selected 15 schools, the researcher visited the selected schools and got permission from the authority to consult the English language teachers. In schools, the researcher-built rapport with the concerned teachers and explained them about the purpose of my study. After interacting with the teachers in each school, the researcher requested them to help him by responding to the questionnaire and observed their classrooms too. Then, the distributed the questionnaire to them. After few days, the searcher collected the questionnaire from them. At last, the researcher thanked to all of the teachers who provided me the required information.

3.7   Data Analysis and Interpretation Procedures

The collected data were analyzed, tabulated, interpreted both qualitatively and quantitatively; and presented using tables. The percentage was used to interpret data in the interpretations part.

CHAPTER-IV

RESULTS AND DISCUSSIONS

In this chapter, the results are prepared and presented based on responses from the English Language Teachers collected from the questionnaire and observation checklist, the techniques used by teachers while teaching free writing explored by the researcher.

4.1 Results

The results of the study have been drawn from the analysis and interpretation of data can be listed as follows:

i. In the study area, group and pair work techniques were found to be used by the respondents teaching at grade 9. Ninety three percent of the teachers listed brainstorming, 86.67 percent of the teachers listed quick writing, 66.67 percent of the teachers listed information gap activities, 60 percent of the teachers listed inquiry and discovery as the techniques of teaching free writing skill mentioned by the curriculum.

ii. All the teachers mentioned that they needed professional training based on writing skill and Practical based training for the teachers to develop their teaching writing skill.

iii. All of the teachers used authentic materials based on curriculum and others Book/ Magazines /Newspapers and 60 percent of the teachers used Audio-video materials while teaching free writing skill.

iv. Out of total 73.33 percent of the teachers used supportive materials frequently while teaching free writing skill, 20 percent of the teachers used supportive

materials mostly while teaching free writing skill and the remaining 6.67 percent of the teachers used supportive materials sometimes while teaching free writing skill.

v. All of the teachers found effective support from the materials from other different publications for teaching writing skill. All of the teacher's response where it makes active participation of the students and improves in learners' ability and 80 percent teacher's response were easy to teach.

vi. It has found that the following types of the teaching techniques were found to be adopted by the respondents : (see Appendix I)

A. Pre teaching activities :

1. Out of total, most (60 %) of the teachers create motivation to the students towards writing in excellent way, while in same percentage (20 %) t of the total teachers motivated in good way and average way.

2. Similarly, 80 % of the total observed class's teachers provided the importance of writing composition to the students as the technique in good way and the remaining 20 % of the teachers provided the importance of writing composition to the students as the technique in excellent way.

3. In the same way, 80 % teachers provide brief introduction of the topic/subject matter orally in a good way. However, 20% classes they had an excellent used.

4. Likewise, 20 % teachers eliciting answers from the students related to the given topic had the good and average rank, while only 20 percent of them had an excellent rank.

5. Out of the total teachers, 60 % of the them deciding the purpose of writing or identifying the audience before teaching the writing composition is necessary in teaching learning activities, however 10 % of the total classes they decided the purpose of writing in a good and average way.

B. **While teaching activities**

1. This shows that, 60 % teachers used written medium and 40 % teachers used orally medium to deal with related ideas. 80 % of the classes found well in dealing with related ideas, whereas, 20 % were found good. Average and poor were not found in the classroom.

2. Similarly, in collecting the facts on the topic 40 % of the teachers were found using oral and written medium for instruction, whereas in 20 % of the teachers were found using both oral and written medium for instruction. 60 percent of the teachers were found average in collecting facts on the topic while in 40 percent of the classes found good. Excellent and poor were not found in the classroom on collecting the facts on the related topic or subject matter.

3. As for the providing methods of organizing the collected ideas, in 40 percent of the total classes' teachers provided the methods of organizing ideas in written form while 60 % used orally. 80 % teachers were found excellent providing methods of organizing collected ideas in the classroom while only 20 % of the classes were found quite good. No one was found average and poor in the classroom on providing methods of organizing collected ideas related to the topic.

4. On the basis of dealing with linguistic problems and selection of the vocabulary. In 40 % of the classes teachers used oral instruction while 60 % percent classes they used both oral and written instruction. 20 % of the teachers were found excellent in dealing with linguistic problems and selection of the vocabulary, whereas 80 % percent of the total classes were found good. No one was found average and poor in the classroom on dealing with linguistic problems and selection of the vocabulary related to the topic.

5. Likewise, giving the significance of writing composition of that particular topic, 60 % teachers of the total population used the oral form and the remaining 40 % used both oral and written forms. 40 % of the classes were found excellent, 20 % were found good and the remaining 40 % of the classes were found average in giving the significance of writing composition of that particular topic.

c. Post teaching activities

1. This shows that all (100%) in of the observed classes, teachers asked the students to check their written composition again to ensure the clarity, vividness and accuracy of language and its structure in good way.

2. Similarly, most of the classes' teachers i.e. 40 % of the total classes were found to have good and average performance while teaching the students in this stage where the students were asked to exchange their written texts to check and evaluate each other's writing. While only 20

% of the classes were found an excellent in asking the students to exchange their texts for cross checking.

3. In giving more examples to the related topic, most of the total classes i.e. 80 % were found to have average in giving more examples while only 20 % of the classes were found excellent in providing more other examples about the related topic. However, most of the classes' teachers treated the students properly in these post-teaching activities.

vii. Most of the teachers used Group discussion ,Planning, Preparing the first draft, Editing and preparing the final draft, Instant writing, Using magazines and newspaper , Past experiences sharing, Letter and poetry writing, Picture describing, Describing the events, Making notes, Brainstorming and Consulting authentic material

4.2 Discussions

All of the teachers found effective support from the materials from other different publications for teaching writing skill. All of the teacher's response where it makes active participation of the students and improves in learners' ability and 80 percent teacher's response were easy to teach.

The data collected from the English language teachers were analyzed and activities done by the teachers in teaching free writing at secondary level (especifically at grade 9)and their opinions about the techniques used in teaching free writing are interpreted in this section. For interpretation of data, the researcher used simple tabulation of the collected data and analyzed the data under the two main subheadings:

i. Analysis of the data collected from the class observation checklist

ii. Analysis of the teachers' views obtained from the questionnaire

4.2.1 Analysis of the Data Collected from the Class Observation Checklist

This section deals with analysis and interpretation of the data obtained from the class observation checklist. The researcher observed fifteen classes of grade IX of the English language teachers of the selected 15 government aided schools of the study area with the help of the observation checklist (mentioned in the appendix I). The observation checklist has been taken as a complement of questionnaire. Here, the researcher observed how the teachers teach free writing in the classrooms. The researcher analyzed the techniques and the activities used by the English language teachers in teaching free writing in particular. The researcher mainly focused on different techniques under the three different teaching activities i.e. pre teaching activities, while teaching activities and post teaching activities. My concern was whether they used all the activities or not and whether they were good in the use of different techniques or not. For this, I used four rating scale i.e. excellent, good, average and poor with remarks too. I have analyzed and interpreted the collected data by using simple statistical tool, i.e. percentage with the help of table. The techniques used by the secondary level (specifically at grade 9)English language teachers were analyzed under the three different headings as follows.

4.2.2 Techniques Used in Pre- Teaching Activities of Teaching Free Writing

This is the first stage of teaching free writing where the students are motivated towards writing. They are provided the brief introduction of the topic or the subject matter, decide the purpose of writing and so on.

I observed various activities under the first stage of teaching i.e. pre-teaching activities. They were creating motivation towards writing, providing importance of writing composition, providing brief introduction of the topic or subject matter orally,

eliciting answers from the students related to the given topic or subject and deciding the purpose of the writing.

Table 1: Techniques Used in Pre-Teaching Activities of Teaching Free Writing

Activities	Existing Condition of categories (in %)				
	Excellent	Good	Average	Poor	Remarks
Creating motivation towards writing	60 %	20 %	20 %		
Providing importance of writing composition	20 %	80 %			
Providing brief introduction of the topic/subject matter orally	20 %	80 %			
Eliciting answers from the students related to the given topic	20 %	40 %	40 %		
Deciding the purpose of writing the particular composition and deciding/identifying the students.	20 %	60 %	20 %%		

Table 1 shows the percentage distribution of the techniques used by the teachers in pre teaching activities of free writing. Out of total, most (60 %) of the teachers create motivation to the students towards writing in excellent way, while in same percentage (20 %) t of the total teachers motivated in good way and average way.

Similarly, 80 % of the total observed class's teachers provided the importance of writing composition to the students as the technique in good way and the remaining 20 % of the teachers provided the importance of writing composition to the students as the technique in excellent way.

In the same way, 80 % teachers provide brief introduction of the topic/subject matter orally in a good way. However, 20% classes they had an excellent used.

Likewise, 20 % teachers eliciting answers from the students related to the given topic had the good and average rank, while only 20 percent of them had an excellent rank.

Out of the total teachers, 60 % of the them deciding the purpose of writing or identifying the audience before teaching the writing composition is necessary in teaching learning activities, however 10 % of the total classes they decided the purpose of writing in a good and average way.

This study shows that, while teaching free writing in pre-teaching phase, most of the teachers made an excellent use of creating motivation towards writing. Similarly, most of the teachers made good use of providing importance of writing composition and few of the teachers made excellent use of providing introduction of the topic/subject matter orally. In the same way, majority of the teachers made good and average use of eliciting answers from the students elated to the given topic. And only few of teachers made excellent use of deciding the purpose of writing the particular composition and deciding/identifying the audience.

4.2.3   Techniques Used in While-Teaching Activities of Teaching Free Writing

We consider that pre-writing as presentation stage whereas while-writing is a practice stage. In this phase, the teachers' have to instruct and provide the techniques of free

writing to the students and assign them to write in different topics. I observed while-teaching phase of free writing on the basis of five different activities, which is described as follows.

Table 2: Techniques Used in While-Teaching Activities of Teaching Free Writing

Activities	Written / Oral		Existing Condition				
			Excellent	Good	Average	Poor	Remarks
Dealing with related ideas	O=	40%	20 %	80 %			
	W=	60%					
	O+W=						
Collecting facts on the topic	O=	40%		40%	60%		
	W=	40%					
	O+W=	20%					
Providing methods of organizing collected ideas	O=		80 %	20 %			
	W=	40%					
	O+W=	60%					
Dealing with linguistic problems and selection of the vocabulary	O=	40%	20 %	80 %			
	W=						
	O+W=	600%					
Giving the significance of writing composition of that particular topic	O=	60%	40 %	20%	40%		
	W=						
	O+W=	40%					

Note: W stands for the techniques used in written medium, O stands for oral medium and W+O stands for both written and oral medium.

Table 2 shows the percentage distribution of the techniques used by the teachers in while teaching activities of free writing. This shows that, 60 % teachers used written medium and 40 % teachers used orally medium to deal with related ideas. 80 % of the classes found well in dealing with related ideas, whereas, 20 % were found good. Average and poor were not found in the classroom.

Similarly, in collecting the facts on the topic 40 % of the teachers were found using oral and written medium for instruction, whereas in 20 % of the teachers were found using both oral and written medium for instruction. 60 percent of the teachers were found average in collecting facts on the topic while in 40 percent of the classes found good. Excellent and poor were not found in the classroom on collecting the facts on the related topic or subject matter.

As for the providing methods of organizing the collected ideas, in 40 percent of the total classes' teachers provided the methods of organizing ideas in written form while 60 % used orally. 80 % teachers were found excellent providing methods of organizing collected ideas in the classroom while only 20 % of the classes were found quite good. No one was found average and poor in the classroom on providing methods of organizing collected ideas related to the topic.

On the basis of dealing with linguistic problems and selection of the vocabulary. In 40 % of the classes teachers used oral instruction while 60 % percent classes they used both oral and written instruction. 20 % of the teachers were found excellent in dealing with linguistic problems and selection of the vocabulary, whereas 80 % percent of the total classes were found good. No one was found average and poor in the classroom on dealing with linguistic problems and selection of the vocabulary related to the topic.

Likewise, giving the significance of writing composition of that particular topic, 60 % teachers of the total population used the oral form and the remaining 40 % used both oral and written forms. 40 % of the classes were found excellent, 20 % were found good and the remaining 40 % of the classes were found average in giving the significance of writing composition of that particular topic.

The study shows that, while-teaching free writing phase most of the classes' teachers used oral instruction. The majority of the classes' teachers made good use of dealing with related ideas. Likewise, most of the classes' teachers made average use of collecting facts on the topic. Similarly, most of the classes' teachers made excellent use of providing methods of organizing collected ideas and dealing with linguistic problems and selection of the vocabulary. Whereas there was not found poor in the classroom while teaching activities.

4.2.4   Techniques used in Post-Teaching Activities of Teaching Free Writing

Post teaching activities are the final stage of comprising all the activities performed to teach free writing. It consists of the follow up activities and extension of work done at the two previous stages. The main purposes of this stage are to test whether students have understood what they were supposed to understand and whether they have completed the assigned tasks or not. The researcher observed the techniques used in post-teaching activities of free writing on the basis of three different activities which are given in the table below.

Table 3: Techniques used in Post-Teaching Activities of Teaching Free Writing

Activities	Existing Condition				
	Excellent	**Good**	**Average**	**Poor**	**Remarks**
Asking the students to check their composition again to ensure clarity, vividness and accuracy of language and its structure		100%			
Asking students to exchange their written texts to check and evaluate each other's writing	20 %	40 %	40 %		
Giving other more examples	20 %		80 %		

Table 3 shows the percentage distribution of the techniques used by the teachers in post teaching activities of teaching free writing. This shows that all (100%) in of the observed classes, teachers asked the students to check their written composition again to ensure the clarity, vividness and accuracy of language and its structure in good way.

Similarly, most of the classes' teachers i.e. 40 % of the total classes were found to have good and average performance while teaching the students in this stage where the students were asked to exchange their written texts to check and evaluate each other's writing. While only 20 % of the classes were found an excellent in asking the students to exchange their texts for cross checking.

In giving more examples to the related topic, most of the total classes i.e. 80 % were found to have average in giving more examples while only 20 % of the classes were found excellent in providing more other examples about the related topic. However, most of the classes' teachers treated the students properly in these post-teaching activities.

The study shows that, while teaching free writing in the phase of post-teaching most of the teachers made good use of all activities, only few teachers made excellent use and some use of asking students to exchange their written texts to check and evaluate each other's writing and majority of the teachers made average use of giving other more examples.

4.2.5   Teachers' Perceptions on the Used of Techniques in Teaching Free Writing(From close ended questionnaire)

In order to find out teachers' perceptions or beliefs on the techniques used in teaching free writing. The researcher used questionnaire tool as well for the study to collect the data. The prepared sheet of questionnaire was distributed to the English language teachers who were teaching English at secondary level (specifically at grade 9)in grade IX. The analysis is made on the basis of the prepared set of questionnaires and the responses of the teachers on it. There were altogether 14 questions: 3 open ended and 11 close ended. The researcher distributed the questionnaire to the teachers to extract their opinions on the techniques used in teaching free writing. The teachers' views are analyzed and interpreted in various sections as follows.

Table 4: Teachers' Perceptions on the Techniques used in Teaching Free Writing

Items	S.A.		A		U		D		S.D.		R.
	N	%	N	%	N	%	N	%	N	%	
Students participate in discussion while teaching free writing is an important technique.	3	20	10	66.67			2	13.33			
Arranging information as a technique of teaching free writing in the classroom	6	40	7	46.67	2	13.33					
Brainstorming and making notes while teaching free writing play the vital role for develop writing skill	4	26.67	9	60			2	13.33			
Continuity of writing and to develop their writing ability	9	60	6	40							
Frequently let the students write freely to develop their writing skill.	8	53.33	7	46.67							
Students participate in rough draft writing to improve their writing skill.	7	46.67	6	40	2	13.33					
Use authentic examples of free writing as a technique to expose the students	6	40	9	60							
Involve of the students	3	20	7	46.67							

	S.A. n	S.A. %	A. n	A. %	U. n	U. %	D. n	D. %	S.D. n	S.D. %	R
in fast writing and establishing view is basic skill for enhancing writing skill.					2	13.33	2	13.33	3		
Writing composition to the students according to their level and age is easy and best method of teaching free writing	6	40	7	46.67			2	13.33			
Students feel difficulties in writing long exercise.	7	46.67	4		2	13.33	2	13.33			
Students make several grammatical mistakes in free writing exercises.	7	46.67	6	40			2	13.33			

Note: In the above table, S.A. stands for strongly agree, A. stands agree, U stands undecided, D stands disagree, S.D. stands for strongly disagree and R stands for remarks.

Table 4 shows the teachers' Perceptions on the Techniques used in Teaching Free Writing. The first item in the table was 'students participate in discussion while teaching free writing'. In response to this item, 66.67 % of the teachers ticked on 'Agree' option, 20 % of the teachers ticked on 'Strongly Agree' option and 13.33 % of the teachers ticked on 'Disagree' option. So, it can be concluded that making students participate in discussion is one of the techniques to teach free writing used by majority the teachers.

Similarly, second item was 'arranging information as a technique of teaching free writing in the classroom'. In response to this item 46.67 % of the teachers ticked on 'Agree' option, 40 % of the teachers ticked on 'Strongly Agree' option and 13.33 %

of the teachers ticked on 'Undecided' option. So, it can be concluded that arranging information as a technique of teaching free writing in the classroom is used by most of the teachers.

In the same way, the third item was 'brainstorming and making notes while teaching free writing play a vital role for develop writing skill'. In response to this item 60 % of the teachers ticked on 'Agree' option, 26.67 % of the teachers ticked on 'Strongly Agree' option and 13.33 % of the teachers ticked on 'Undecided' option. That's why it can be said that one of the techniques to teach free writing is brainstorming and making notes.

On the fourth item was 'continuity of writing develops their writing ability.' Most of the teachers, 60 % ticked on 'strongly agree' option, whereas, 40 % ticked on 'agree' option. So, it can be concluded that one of the most used technique was write freely to develop their writing skill while teaching free writing in the class.

The fifth item of the table was 'frequently let the students write freely to develop their writing skill'. In response to this item, more than half 53.33 % of the teachers ticked on 'strongly agree' option. So, it can be said that, let the students write freely to develop their writing skill is the most used technique in teaching free writing to improve students writing skill.

The sixth item of the table was 'make students participate in rough writing to improve their writing skill." In response to this item, 46.67 % of the teachers ticked on 'strongly agree' option. So, it can be said that, participate in rough draft writing is the most used technique in teaching free writing to improve students writing skill.

In the seventh item of the table, the teachers were asked whether the teachers use authentic examples of free writing as a technique or not. Analyzing the responses, it was found that most of the teachers i.e. 60 % of them ticked on 'agree' option and in 40 % of them ticked on 'strongly agree' option. So, it can be said that, use of authentic examples in teaching free writing is the most used technique in teaching free writing to improve students writing skill.

Concerning the eighth question the teachers were asked whether they involve the students in fast writing and establish view points while teaching free writing or not. In response to this item in 46.67 % of the total teachers ticked on 'agree' option, 20 % of them on 'strongly agree' option and in the same number 13.33 % ticked on 'undecided' option and 'strongly disagree option'. On the basis of responses, it can be concluded that fast writing and establishing viewpoints is less used technique in teaching free writing.

In the same way, the ninth item of the table was 'teach free writing composition to the students according to their level and age is easy and the best method of teaching free writing'. In response to this item, 46.67 % of the teachers ticked on 'agree' option, 40 % ticked on 'strongly agree' option and 13.33 % ticked on 'disagree' option. So, their responses can be concluded that the teachers should teach free writing according to their age and level and it is also one of the techniques used by majority of the teachers in teaching free writing.

The tenth item of the table was 'students feel difficulties in writing long exercises." In response to this item, majority 46.67 % of the teachers ticked on 'strongly agree' option, 26.67 % of the teachers ticked on 'agree' option and in the same number 13.33

% of the teachers ticked on 'undecided' and 'disagree' option,. So, it can be said that, in the views of teachers most of the student feel difficulties in writing long exercises.

The last and the eleventh item of the table was 'students make several grammatical mistakes in free writing exercises." In response to this item, majority 46.67 % of the teachers ticked on 'strongly agree' option, 40 % of the teachers ticked on 'agree' option and 13.33 % of the teachers ticked on 'disagree' option. So, it can be said that, in the views of teachers most of the students make several grammatical mistakes in free writing exercises.

From the overall discussion, in response of the teachers' perceptions all 100 % of the teachers used student's participation on discussion, arranging information, brainstorming, participating in continuity writing, participating in rough draft writing, being responsible while teaching free writing, using authentic examples, teaching according to the students' level and age while teaching free writing. So, these were the major techniques for teaching free writing.

4.2.6   Teachers' Perceptions on the Used of Techniques in Teaching Free Writing (From open ended questionnaire)

Table 5: Listed Techniques by teachers mentioned by the curriculum

Techniques	Frequency	Percentage	Total no. of teachers
Group and pair work	15	100	15
Information gap activities	10	66.67	15
Brainstorming	14	93.33	15
quick writing	13	86.67	15
Inquiry and discovery	9	60	15

Table 5 shows the listed techniques of teaching free writing skill mentioned by the curriculum. All of the teachers listed group and pair work. 93.33 percent of the teachers listed brainstorming, 86.67 percent of the teachers listed quick writing, 66.67 percent of the teachers listed information gap activities, 60 percent of the teachers listed inquiry and discovery as the techniques of teaching free writing skill mentioned by the curriculum.

Table 6: Types of trainings needed for the teachers to develop their teaching writing skill

Needed Trainings	Frequency	Percentage	Total no. of teachers
Professional training based on writing skill	15	100	15
Practical based training	15	100	15

Table 6 shows all of the teachers needed professional training based on writing skill and Practical based training for the teachers to develop their teaching writing skill.

Table 7: Types of materials used by the teachers while teaching free writing skill

Materials	Frequency	Percentage	Total no. of teachers
Authentic materials based on curriculum	15	100	15
Others Book/ Magazines /Newspapers	15	100	15
Audio-video materials	9	60	15

Table 7 shows all of the teachers used authentic materials based on curriculum and others Book/ Magazines /Newspapers and 60 percent of the teachers used Audio-video materials while teaching free writing skill.

Table 8: Use of supportive materials while teaching free writing skill

Use	Frequency	Percentage
mostly	3	20
Frequently	11	73.33
Sometimes	1	6.67
Total	15	100

Table 8 shows that 73.33 percent of the teachers used supportive materials frequently while teaching free writing skill, 20 percent of the teachers used supportive materials mostly while teaching free writing skill and the remaining 6.67 percent of the teachers used supportive materials sometimes while teaching free writing skill. All of the teachers found effective support from the materials from other different publications for teaching writing skill.

Table 9: Benefits Use of supportive materials while teaching free writing skill

Benefits	Frequency	Percentage	Total no. of teachers
Makes active participation of the students	15	100	15
Improvement in learners' ability	15	100	15
Easy to teach	12	80	15

Table 9 shows that all of the teachers found effective support from the materials from other different publications for teaching writing skill. All of the teacher's response are it makes active participation of the students and improves in learners' ability and 80 percent teachers response were easy to teach.

4.3   Others Several Techniques applied by the Teachers while Teaching Free Writing

Teachers use various techniques while teaching free writing to the students in ELT classrooms. The researcher asked to the teachers what others types of techniques do they apply while teaching free writing. In response to this question, all the teachers responded the different answers but some of the techniques they responded were matching each other's. So, the types of techniques that they applied while teaching free writing are found as:

⟩ Group discussion

⟩ Planning

⟩ Preparing the first draft

⟩ Editing and preparing the final draft

⟩ Instant writing

⟩ Using magazines and newspaper

⟩ Past experiences sharing

⟩ Letter and poetry writing

⟩ Picture describing

⟩ Describing the events

⟩ Making notes

⟩ Brainstorming

⟩ Consulting authentic material and so on

On the basis of above responses of the teachers, it is concluded that group discussion, planning, preparing the first draft, Editing and preparing the final draft instant writing, past experience sharing, picture describing, describing the events, making notes and letter and poetry were the other techniques used by the teachers.

4.4   Problems Faced by the Teachers While Teaching Free Writing

Teachers faced different problems in their class for teaching free writing. So, in order to find out the problems that they faced, the researcher asked this question: What types of problems do you face while teaching free writing at secondary level? In response of this question, the teachers have pinpointed the different problems. Some of them are pinpointed here below:

⟩ Negligence of learners towards writing

⟩ Language problem (Use of first language)

) Inadequate numbers of vocabulary

) Large number of students in classroom

) Unfamiliar on subject matter

) Lack of learning environment

) Lack of cohesion and coherence

) Lack of grammatical competence

) Lack of editing, drafting review

On the basis of above responses of the teachers, it is concluded that negligence of learners towards writing, use of first language, inadequate numbers of vocabulary, large number of students in the classroom, unfamiliar on subject matter, lack of cohesion and coherence and lack of editing, drafting review were the problems faced by the teachers while teaching free writing.

4.5   Teachers' Suggestions to Make Teaching Free Writing Easier/Effective

As we know that language teaching is full of the activities and it requires different skill. In order to make teaching writing easier and effective, the teachers were asked to suggest some suggestions on the basis of their response on the question. The following are the major suggestions.

) Provide clear guidelines to the students.

) Encourage the students and give positive feedback

) Encourage them to use ICT

) Encourage them to use second language

) Check frequently for improvement

) Design course according to the level, need interest and age of the students

⟩ Provide authentic examples, materials

⟩ Use different vocabulary games

⟩ Provide enough time for writing

⟩ Let them express their feelings through writing

On the basis of above responses, it is concluded that providing clear guidelines to the students, encourage the students and give positive feedback, encourage them to use ICT, encourage them to use second language, design course according to the level, interest, and age, providing authentic examples, check frequently for improvement, use different vocabulary games and provide enough time for writing were the major suggestions given by the teacher for teaching writing easier.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings of the study, conclusion and recommendations made by the researcher after analyzing the data. This chapter is divided into three parts i.e., findings, conclusion and recommendations.

5.1 Findings

The present study was conducted to find out the techniques used in teaching free writing at secondary level (specifically at grade 9)and to suggest some pedagogical implications for enhancing the teaching learning activities. It also has attempted to find out the teachers' perception towards teaching free writing. The researcher found that there were not any fixed techniques of teaching free writing. The techniques used at this level different from teachers to teachers and one subject matter to another. Most of the teachers were quite confident and well in teaching free writing. It was found that the techniques they had theoretically mentioned in the questionnaire were not being used in their reach classroom teaching practically and properly. After analysis and interpretation of the data the major findings of this study are as follows:

1. In the study area, all of the teachers listed group and pair work. 93.33 percent of the teachers listed brainstorming, 86.67 percent of the teachers listed quick writing, 66.67 percent of the teachers listed information gap activities, 60 percent of the teachers listed inquiry and discovery as the techniques of teaching free writing skill mentioned by the curriculum.

2. All the teachers want professional training based on writing skill and Practical based training for the teachers to develop their teaching writing skill.

3. All of the teachers used authentic materials based on curriculum and others Book/ Magazines /Newspapers and 60 percent of the teachers used Audio-video materials while teaching free writing skill.

4. Out of total 73.33 percent of the teachers used supportive materials frequently while teaching free writing skill, 20 percent of the teachers used supportive materials mostly while teaching free writing skill and the remaining 6.67 percent of the teachers used supportive materials sometimes while teaching free writing skill.

5. All of the teachers found effective support from the materials from other different publications for teaching writing skill. All of the teacher's response where it makes active participation of the students and improves in learners' ability and 80 percent teacher's response were easy to teach.

6. It has found that the following types of the teaching techniques were found to be adopted by the respondents : (see Appendix I)

   a. Pre teaching activities :

      1. Out of total, most (60 %) of the teachers create motivation to the students towards writing in excellent way, while in same percentage (20 %) t of the total teachers motivated in good way and average way.

      2. Similarly, 80 % of the total observed class's teachers provided the importance of writing composition to the students as the technique

in good way and the remaining 20 % of the teachers provided the importance of writing composition to the students as the technique in excellent way.

3. In the same way, 80 % teachers provide brief introduction of the topic/subject matter orally in a good way. However, 20% classes they had an excellent used.

4. Likewise, 20 % teachers eliciting answers from the students related to the given topic had the good and average rank, while only 20 percent of them had an excellent rank.

5. Out of the total teachers, 60 % of the them deciding the purpose of writing or identifying the audience before teaching the writing composition is necessary in teaching learning activities, however 10 % of the total classes they decided the purpose of writing in a good and average way.

b. **While teaching activities**

1. This shows that, 60 % teachers used written medium and 40 % teachers used orally medium to deal with related ideas. 80 % of the classes found well in dealing with related ideas, whereas, 20 % were found good. Average and poor were not found in the classroom.

2. Similarly, in collecting the facts on the topic 40 % of the teachers were found using oral and written medium for instruction, whereas in 20 % of the teachers were found using both oral and written

medium for instruction. 60 percent of the teachers were found average in collecting facts on the topic while in 40 percent of the classes found good. Excellent and poor were not found in the classroom on collecting the facts on the related topic or subject matter.

3. As for the providing methods of organizing the collected ideas, in 40 percent of the total classes' teachers provided the methods of organizing ideas in written form while 60 % used orally. 80 % teachers were found excellent providing methods of organizing collected ideas in the classroom while only 20 % of the classes were found quite good. No one was found average and poor in the classroom on providing methods of organizing collected ideas related to the topic.

4. On the basis of dealing with linguistic problems and selection of the vocabulary. In 40 % of the classes teachers used oral instruction while 60 % percent classes they used both oral and written instruction. 20 % of the teachers were found excellent in dealing with linguistic problems and selection of the vocabulary, whereas 80 % percent of the total classes were found good. No one was found average and poor in the classroom on dealing with linguistic problems and selection of the vocabulary related to the topic.

5. Likewise, giving the significance of writing composition of that particular topic, 60 % teachers of the total population used the oral form and the remaining 40 % used both oral and written forms. 40

% of the classes were found excellent, 20 % were found good and the remaining 40 % of the classes were found average in giving the significance of writing composition of that particular topic.

c. Post teaching activities

1. This shows that all (100%) in of the observed classes, teachers asked the students to check their written composition again to ensure the clarity, vividness and accuracy of language and its structure in good way.

2. Similarly, most of the classes' teachers i.e. 40 % of the total classes were found to have good and average performance while teaching the students in this stage where the students were asked to exchange their written texts to check and evaluate each other's writing. While only 20 % of the classes were found an excellent in asking the students to exchange their texts for cross checking.

3. In giving more examples to the related topic, most of the total classes i.e. 80 % were found to have average in giving more examples while only 20 % of the classes were found excellent in providing more other examples about the related topic. However, most of the classes' teachers treated the students properly in these post-teaching activities.

4. Most of the teachers used   Group discussion ,Planning, Preparing the first draft, Editing and preparing the final draft,

Instant writing, Using magazines and newspaper , Past experiences sharing, Letter and poetry writing, Picture describing, Describing the events, Making notes, Brainstorming and Consulting authentic material

Techniques used in Pre-Teaching Activities of Teaching Free Writing

Most the teachers (80 %) were good in providing importance of writing composition, providing brief introduction of the topic/subject matter orally, 60 % of the teachers were good in deciding the purpose of writing the particular composition and deciding/ identifying the students in the classroom. 40 % of the teachers were good in eliciting answers from the students related to the given topic and 20 % were good in creating motivation towards writing.

Similarly, most of the teachers (60 %) of the teachers found excellent in creating motivation towards writing and less 20 % were found average in creating motivation towards writing. Likewise, less number of the teachers i.e. 20 % used the techniques providing importance of writing composition, providing brief introduction of the topic/subject matter orally, eliciting answers from the students related to the given topic and deciding the purpose of writing the particular composition and deciding/identifying the audience in excellent way. And 40 % of the teachers found average in eliciting answers from the students related to the given.

Techniques used in While-Teaching Activities of Teaching Free Writing

Similarly, findings related to the techniques in while-teaching activities, most of the teachers used oral and both oral and written medium for instructions to the students and less of the teachers used only written medium for instructions to the students. 80 % of the teachers were found good and 20 % in dealing with related ideas. Similarly,

majority of the teachers i.e. 60 % used collecting facts on the topic in average way and 40 % used collecting facts on the topic in good way. 80 % of the teachers were found excellent and 20 % in providing methods of organizing collect ideas. Similarly, majority of the teachers i.e. 80 % used dealing with linguistic problems and selection of the vocabulary in good way and 20 % dealing with linguistic problems and selection of the vocabulary in excellent way. 40 % of the teachers were found excellent and average in giving the significance of writing composition of that particular topic and 20 % of the teachers were good in giving the significance of writing composition of that particular topic.

Techniques used in Post-Teaching Activities of Teaching Free Writing

In the same way, findings related to the techniques in post-teaching activities, all the teachers i.e. 100 % were found good in asking the students to check their writing composition again to ensure clarity, vividness and accuracy of language and its structure. Whereas, there were not found excellent, average and poor in any activities in the classroom while teaching free writing. Similarly, in the same number 40 % of the teachers were found good and average in asking students to exchange their written texts to check and evaluate each other's writing and giving others. Likewise, 80 % more examples in average way and 20 % in excellent way.

Teachers' Perceptions towards the Techniques for teaching Free Writing

Findings on techniques used by the teachers while teaching free writing, majority 66.67 % the teachers agreed that they make the students participate in discussion while teaching free writing, 20 % strongly agreed and 13.33 % of the teachers disagreed. Majority 46.67 % of the teachers agreed that they use arranging information as a technique of teaching free writing in the classroom, 40 % of them

strongly agreed and 13.33 % of them were undecided. Similarly, most 60 % of the agreed that they were found asking different questions and making notes in brainstorming phase. Majority 60 % the teachers were strongly agreed that teaching writing to the students for their continuity of writing and to develop their writing ability and 40 % agreed. More than half 53.3 % the teachers were strongly agreed that frequently let the students write freely to develop their writing skill and 46.67 % agreed. Majority 46.67 % the teachers were strongly agreed to make students participation in rough draft writing to were improve their writing skill, 40 % agreed and 13.3 % were undecided. Majority 60 % the teachers were strongly agreed that using authentic examples of free writing as a technique to expose the students and 60 % agreed. Majority 46.67% the teachers were agreed that involving the students in fast writing and establishing view is basic skill for enhancing writing skill, where 20 % strongly agreed and in the same number 13.33 % were undecided and strongly disagreed. Majority 46.67 % the teachers were agreed that writing composition to the students according to their level and age is easy and best method of teaching free writing, where 40 % strongly agreed and 13.33 % disagreed. Majority 46.67 % the teachers were strongly agreed that students feel difficulties in writing long exercises whereas in the same number 13.33 % were undecided and disagreed. Majority 46.67 % the teachers were strongly agreed that students make several grammatical mistake in free writing exercises whereas 40 % agreed and 13.33 % were disagreed.

5.2   Conclusions

Writing is a skill associated with the productive aspect of language and free writing is the practice of writing down all four thoughts without stopping and without regard for speaking, grammar or any usual rules for writing. It is immensely essential because it

is the permanent and powerful medium of the expression. Therefore, it is essential that language teachers should pay great attention while teaching free writing to the students.

From the overall findings, this study shows that most of the teachers were good in pre-teaching, while-teaching and post-teaching phase of teaching free writing. Very few have been found as an excellent and some of them were poor as well. That's why, they should be provided training. In the same way, most of the teachers used only oral form for instruction. And they faced some problems while teaching free writing. In my view, it is better to use both mediums for instruction because only oral medium the students may not get the enough information and training should provide to the teachers for using techniques in excellent way. Mostly, writing has taken as examination point of view. So, the students do not have enough practice in writing. Therefore, the problems occur in teaching writing.

5.3 Recommendations

On the basis of the finding of this research, the following recommendations have been made to different three sections i.e., policy related, practice related and further research related.

5.3.1 Policy Related

Policy is a plan of action agreed or chosen by a certain organization or state. Every nation has its own policy in different sectors. Since policy is a higher level of action, it works as a catalyst for the development of the country. The recommendations of this research related to the policy level are as follows:

⟩ The policy should be formulated to encourage the teachers to use both oral and written medium of giving instruction, because in my study I found most of the teachers using only oral form. Only oral form of instruction the students may not get clear information.

⟩ The finding of this study shows that deciding the purpose of writing the particular composition and deciding/identifying the students is the pre-teaching technique of teaching for writing has found poor in classroom. So, I recommend to curriculum designer and subject experts to develop curriculum on the basis of this technique.

⟩ All the teachers were used arranging information, giving significance of writing as techniques. So, these techniques recommend to textbook writer to take as a technique of teaching free writing.

⟩ Most of the teachers were found good in performing in the class and some of them were found average and poor. So, I recommend to policy makers to provide more training to the teachers on about how to teach.

⟩ From this study, most of the teachers were facing the same problems while teaching free writing i.e., inadequate numbers of vocabulary, lack of cohesion and coherence, negligence of learners' and so on. So, the policy level should focus on cohesion, coherence, grammatical and editing drafting for improving the students' writing skill and also should keep more vocabulary exercises, games exercises on textbook.

⟩ Our curriculum should focus on writing skill and should also be designed according to the level, need, interest and age of the students.

5.3.2   Practice Related

Some of the recommendations have been extracted a practice level being based on the findings of the study.

⟩ The finding of this study shows that all the teachers were good in providing importance of writing composition in pre-teaching activity. So, I recommend to the teachers to use this technique in their classroom.

⟩ Teachers should provide both oral and written medium for instruction, because I found most of the teachers were using only oral medium in classroom. Only oral form the students may not get information properly.

⟩ Similarly, giving the significance of writing composition of that particular topic is essential technique while teaching free writing. That's why I recommend to use this technique in their class.

⟩ From this study, I found all of the teachers good in asking the students to check their composition again to ensure clarity, vividness and accuracy of language and its structure. Therefore, I also recommend to the teachers to use this technique in their class.

⟩ Discussion, arranging information, brainstorming, making notes and rough draft writing, these techniques were found most preferable to the teachers for teaching free writing and I also recommend to the teachers to use these techniques to their class for effective teaching.

⟩ The students should be provided with sufficient materials and examples for better learning for writing.

5.3.3 Further Research Related

Nothing can be absolutely perfect in this world. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study. Such recommendations are presented here below;

- This study was only limited to the techniques of teaching free writing at secondary level. So, further research can be conducted on different other areas like: strategies of teaching free writing, effectiveness and usefulness of free writing to the secondary level (specifically at grade 9)students.

- This study was only limited to the secondary level (specifically at grade 9)and further study/research can be conducted on other levels like; basic level.

- This study can be beneficial for all who want to study in the related field and subject. They can get theoretical literature from this study. So, they can broaden their theoretical knowledge.

- For the further study, the related topics can be academic writing strategies, formal and informal writing strategies, reading and speaking skill' strategies can be study on the basis of this study.

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APPENDIX-III

List of schools and teachers

S. N.	Name and address of the school	English teachers name
1	Pakali S.S., Itahari-7	Yagya Prasad Dhakal
2	Janata S.S., Itahari-9	Saraswati Neupane
3	Saraswati Satan S.S., Itahari-8	Mukesh Chaudhary
4	Kabir S.S., Itahari-6	Pashupati Chaudhary
5	Kachana Mahadev S.S., Itahari-4	Prakash Gautam
6	Saraswati S.S., Itahari-3	Dilli Kumar Sharma
7	Mahendra S.S., Itahari-2	Nabin Karki
8	Janasahayog S.S., Itahari-20	Laghu Subedi
9	Rastriya S.S., Itahari-1	Jivan Ghimire
10	Sarada S.S., Itahari-12	Matrika Prasad Chaudhary
11	Jabdi S.S., Itahari-13	Govinda Shrestha
12	Sahid Smriti Awasiya S.S., Itahari-19	Shiva Chandra Rai
13	Jyoti S.S., Itahari-5	Keshab Pokharel
14	Shanti Srijana S.S. Itahari, 14	Rajib Chaudhary
15	Jabdi Secondary S., Itahari-14	Shristi Ojha